

FUN IN READING

TEACHING PHILOSOPHY –
CHILDREN'S VERSION

RATIONALE

Teaching a foreign language, in this case English is to help others gain knowledge through reading in that language. The “Fun in Reading” EFL Teaching Philosophy - Children’s Version attempts to make students rediscover the pleasure of reading and explore the world through children’s literature.




DEFINITION

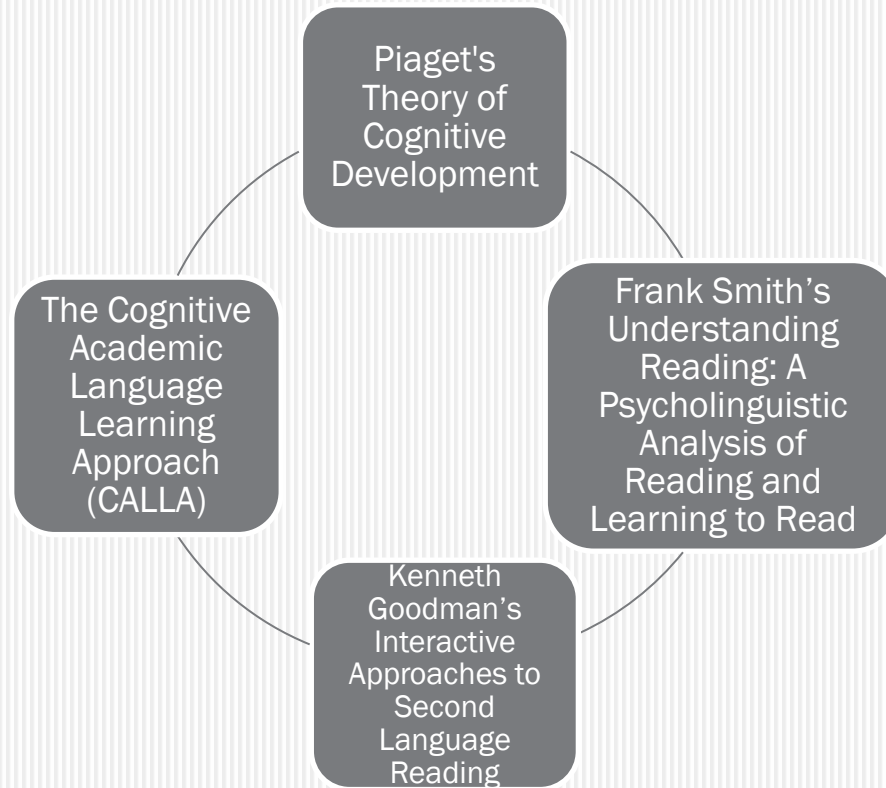
The “Fun in Reading” teaching philosophy rescues the value of reading. It is a philosophy where reading becomes a good habit again, a hobby. Reading helps improve literacy which therefore improves English language learning when reading is viewed as something fun and not as something mandatory by the school.



PRINCIPLES

- Reading is present in every class.
 - Children's literature will stimulate learning.
 - Students develop good vocabulary from the reading.
 - Students find answers to their life questions.
 - Students shape their own knowledge through quality literature.
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THEORETICAL SUPPORT



CURRICULUM MACRO-PLAN

GENERAL OBJECTIVE

After the course is completed, students will have improved their reading comprehension skills, increase vocabulary, and create a good habit of reading individually in order to maintain and increase their knowledge and English language skills.



ACTIVITY – VISUAL IMAGERY

Good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read.



WHY USE VISUAL IMAGERY?

- Generating an image while reading requires that the reader be actively engaged with the text.
- Creating mental images while reading can improve comprehension.
- <http://www.youtube.com/watch?v=4msDb-lpwbo>

Instructions (for the teacher):

Hand out copies of this worksheet and ask the students to read it.

Read one paragraph from the book which contains a detailed description or with many adjectives.

Ask the students to complete the worksheet.

WORKSHEET – VISUAL IMAGERY

Twilight by Stephenie Meyer

1. After listening to the first few lines, draw what you visualize in your mind in the box below. It could be about the setting, characters/objects or actions.

2. What words helped you draw your picture? How does this help you understand the story?